Professional Services Committee

Adoption of the Passing Score Standard for the California Subject Examinations for Teachers (CSET): Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer Examinations

Executive Summary: This report provides the Commission with recommendations relevant to the determination of the passing score standard for the CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations.

Recommended Action: That the Commission adopt the recommended passing score standard for the CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations.

Presenters: Donna Anderson, Assistant Consultant, and Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

♦ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

January-February 2008

Adoption of the Passing Score Standard for the California Subject Examinations for Teachers (CSET): Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer Examinations

Introduction

This report describes the standard setting study for the California Subject Examinations for Teachers (CSET): Languages Other Than English in Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer, and provides staff-recommended initial passing standards for each examination.

Background

In the fall of 2006, the Commission appointed six subject matter advisory panels for Phase IV development of the California Subject Examinations for Teachers (CSET), for the single subject areas of Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer. The advisory panels' role was to advise Commission staff on the development of examinations in each of these subject areas. NCS Pearson, Inc., the Commission's CSET testing contractor, and Commission staff have worked with the six panels since then to facilitate this work. The subject matter advisory panels consisted of classroom teachers, subject area specialists, college and university faculty, and members of relevant professional organizations and committees, all with a specialty in one of the subject areas.

The development of all six CSET: LOTE examinations occurred during the fall of 2006. The test structure for Arabic, Armenian, Farsi, Hmong, and Khmer was developed based on the previously approved test structure for the CSET: Filipino examination. The test structure for Cantonese was based on the previously approved test structure for the Mandarin examination. All test structures are aligned with the Subject Matter Requirements for Languages Other Than English previously approved by the Commission. Constructed–response items were drafted, reviewed, and revised as needed in April 2007 by both the Bias Review Committee and the subject matter advisory panel. In lieu of field testing, given the small numbers of potential test takers in these languages, reviews of all items developed for the CSET: LOTE examinations were conducted in June 2007. The review panel included two to three original panel members plus additional content expert panelists who did not attend the initial item review meeting in the fall. A test guide in each subject including the subject matter requirements, test structure, and sample questions was developed following the meeting to assist candidates in preparing to take the new examinations.

The first test administration for the six new CSET examinations was held on November 3, 2007. Standard setting studies for each of the six CSET: LOTE examinations were held in Sacramento on November 26-29, 2007, to determine the initial passing standard recommendations for Commission review and action. An overview of the six new language examinations follows.

A. The CSET: Arabic, Armenian, Farsi, Hmong and Khmer Examinations

The CSET: LOTE examinations for these five languages are paper-and-pencil tests that are divided into two subtests, each made up of six or seven constructed-response items. Constructed-response items are of two types: *extended* constructed-response items that are scored using a four-point scale, and *focused* constructed-response items that are scored using a three-point score scale. The CSET: LOTE examinations require oral responses spoken in the language in subtest II. The test structure for CSET Arabic, Armenian, Farsi, Hmong and Khmer examinations are shown in Table 1 below. Constructed-response performance characteristics and scoring scales are provided in Appendix A.

Each CSET testing session is five hours in length. Examinees can choose to take either or both subtests within a single testing session. Individual subtests are not timed. The CSET: Arabic, Armenian, Farsi, Hmong, and Khmer examinations are administered two times each year (November and May). The numbers of examinees who took each subtest at the first administration of the test in November 2007 are provided later in this agenda item.

Table 1: Test Structure of the CSET:
Arabic, Armenian, Farsi, Hmong, and Khmer Examinations

	Subtest	Number of Constructed-Response Questions
I	• General Linguistics • Linguistics of the Target Language • Literary and Cultural Texts and Traditions • Cultural Analysis and Comparisons	1 short (focused) 3 short (focused) 1 extended 1 extended
	Subtest Total I	**6 items**
II	• Listening Comprehension • Reading Comprehension • Written Expression • Oral Expression	2 short (focused) 2 short (focused) 1 extended 2 short (focused)
	Total Subtest II	**7 items**

B. The CSET: Cantonese Examination

Because of the close relationship between Cantonese and Mandarin, the Cantonese examination was designed to have a parallel structure to the Mandarin examination. The CSET: Cantonese examination is a paper-and-pencil test that consists of three separate subtests. Each subtest is composed of twenty multiple-choice questions plus four to six short (focused) constructed-response questions and two extended constructed-responses. Subtest III of the CSET: Cantonese examination includes written, spoken, and listening constructed-response items as well as a

listening multiple-choice component. The test structure for the CSET: Cantonese examination is shown in Table 2 below. Constructed-response performance characteristic and scoring scale are provided in Appendix A.

Examinees can choose to take all three subtests within the five hour testing session. Individual subtests are not timed. The CSET: Cantonese examination is administered two times each year (November and May). The numbers of examinees who took each subtest at the first administration of the CSET: Cantonese in November 2007 are provided later in this agenda item.

Table 2: Test Structure of the CSET: Cantonese Examination

Subtest		Number of Multiple-Choice Questions	Number of Constructed-Response Questions
I	• General Linguistics • Linguistics of the Target Language	5 15	1 short (focused) 2 short (focused)
	Total Subtest I	**20**	**3 items**
II	• Literary and Cultural Texts and Traditions • Cultural Analysis and Comparisons	10 10	2 short (focused) 1 short (focused) 1 extended
	Total Subtest II	**20**	**4 items**
III	Language and Communication: • Listening Comprehension • Reading Comprehension • Written Expression • Oral Expression	10 10 None None	1 short (focused) 1 short (focused) 1 short (focused) 1 extended 2 short (focused)
	Total Subtest III	**20**	**6 items**

The Standard Setting Study

Standard setting studies for the CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer, examinations were conducted on November 26-29, 2007 by panels of educators with expertise in each subject area. The purpose of the standard setting studies is to provide the Commission with recommendations, based on the informed judgments of California educators, relevant to the determination of the initial passing standards for the CSET: Arabic, Armenian, Farsi, Cantonese, Hmong, and Khmer examinations.

Each standard setting study began with an orientation and training session. Panel members were provided the subject matter requirements as well as the subtest forms used for the November 2007 test administration. To help the panel members become familiar with the examination, the knowledge and skills associated with the items, and the perspective of the examinee, panel

members were asked to take the test under simulated test-like conditions. They were asked to read and answer each item independently.

Panel members were then asked to consider the "just acceptable" candidate. Although many of the examinees will exceed the level of knowledge and skills of the acceptably qualified candidate, none should fall below that level. For this reason, panel members were trained to make judgments based on candidates just at the level of knowledge and skills required of an entry-level teacher candidate to successfully satisfy the subject matter requirements.

After extensive training and the simulated test taking, panel members were asked to complete three rounds of standard setting tasks based on the test structure. This process is summarized below.

In Round One, panel members were asked to individually rate each item on each subtest. They were asked to rate the level of response that would be achieved by the "just acceptable" candidate for each of the items on each subtest.

Using the item statistics produced from Round One to inform judgments, Round Two moved the panel from individual item ratings to ratings at the subtest level. Panelists were asked to provide, for each subtest, their estimation of the total score points that would be achieved by the "just acceptable" candidate on the entire set of items.

In the final round of ratings, the panel members were asked to make independent recommendations for a passing standard. To aid in their discussions, they were provided the results of the subtest-level statistics generated from Round Two, any applicable examinee demographic information, and data analyses on the percent of examinees from the first test administration who would pass each subtest, given all possible passing scores.

Results
The number of examinees by subtest on the November 3, 2007 test administration, the demographics of the panel members and the panel's recommended passing score standard are presented in the following tables:

CSET: NOVEMBER 3, 2007 TEST ADMINISTRATION
NUMBERS OF EXAMINEES BY SUBTEST

Subtest	Examinees Per Subtest	Examinees Taking all Subtests
CSET: Arabic		
Arabic I	3	3
Arabic II	3	
CSET: Armenian		
Armenian I	0	0
Armenian II	0	
CSET: Cantonese		
Cantonese I	1	1
Cantonese II	1	
Cantonese III	3	
CSET: Farsi		
Farsi I	0	0
Farsi II	0	
CSET: Hmong		
Hmong I	1	1
Hmong II	2	
CSET: Khmer		
Khmer I	1	0
Khmer II	0	

PSC 2B-5

CSET: LOTE STANDARD SETTING PANELS
DEMOGRAPHIC CHARACTERISTICS

	Arabic	Armenian	Cantonese	Farsi	Hmong	Khmer	Total
Total Number							
Participated	4	3	6	4	3	4	24
Ethnicity							
African American or Black	0	0	0	0	0	0	0
Asian American	0	0	6	0	0	0	6
Filipino	0	0	0	0	0	0	0
Southeast Asian American	0	0	0	0	3	4	7
Pacific Island American	0	0	0	0	0	0	0
Mexican American / Chicano	0	0	0	0	0	0	0
Latin American / Other Hispanic	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0
White (non-Hispanic)	0	0	0	0	0	0	0
Other	4	3	0	4	0	0	11
Gender							
Female	2	3	4	3	1	1	14
Male	2	0	2	1	2	3	10
Region							
North	3	1	4	4	2	3	17
South	1	2	2	0	1	1	7
Profession							
Public School Educator	0	2	3	3	1	2	11
College/University Educator	2	1	2	0	2	1	8
Other	2	0	1	1	0	1	5
Years of Teaching Experience							
0–3	1	1	2	0	1	2	7
4–6	0	0	0	1	0	0	1
7–10	3	1	1	1	0	0	6
11+	0	1	3	2	2	2	10

CSET: LOTE PANEL-RECOMMENDED PASSING SCORES

Note: The chart below provides the Panel's recommended passing score plus what that score would be at the -1 standard error of measurement and at the -2 standard error of measurement.

Subtest	Number of Constructed-Response Items	Total Possible Score Points	Panel Recommended Value	Panel Recommended Value -1 SEM	Panel Recommended Value -2 SEM
CSET: Arabic					
Arabic I	6	40	30	28	26
Arabic II	7	44	34	32	30
CSET: Armenian					
Armenian I	6	40	28	26	24
Armenian II	7	44	32	30	28
CSET: Farsi					
Farsi I	6	40	30	28	26
Farsi II	7	44	33	31	29
CSET: Hmong					
Hmong I	6	40	31	29	27
Hmong II	7	44	37	35	33
CSET: Khmer					
Khmer I	6	40	25	23	21
Khmer II	7	44	30	28	26

CSET: Cantonese						
Subtest	Item Type[1]	Scorable Items	Total Possible Score Points	Panel Recommended Value	Panel Recommended Value -1 SEM	Panel Recommended Value -2 SEM
Cantonese I	MC	16	16	12	11	9
	CR	3	18	14	18	12
Cantonese II	MC	16	16	13	11	10
	CR	4	26	18	16	14
Cantonese III	MC	16	16	12	10	8
	CR	6	38	32	30	28

[1] MC = multiple-choice component, CR = constructed-response test component. Each component contributes 50% to the final scaled score.

PSC 2B-7

Staff Recommendation
Due to the limited number of examinees now and in the near future, and the potential for measurement error given this limited pool of test-takers, staff recommends that rather than adopting the initial passing score standard recommended by the panel, the passing score standard be set instead at the -1 Standard Error of Measurement for each of these six language examinations

The standard error of measurement is one way to take into account the imprecision of test data. Measurements are not perfectly reliable. In testing, for example, only one score from a single test administration is available for each examinee. An individual examinee's score may or may not be an accurate reflection of his/her knowledge, skills and abilities. However, the standard error allows us to determine a range within which the examinee's score is likely to lie. Within reasonable limits, the standard error of measurement provides a safeguard against placing undue emphasis on a single numerical score.

The table below provides the staff-recommended passing score standard for each examination:

CSET: LOTE STAFF-RECOMMENDED PASSING SCORES

Subtest	Number of Constructed-Response Items	Total Possible Score Points	Panel Recommended Value - 1 SEM
Arabic I	6	40	28
Arabic II	7	44	32
Armenian I	6	40	26
Armenian II	7	44	30
Farsi I	6	40	28
Farsi II	7	44	31
Hmong I	6	40	29
Hmong II	7	44	35
Khmer I	6	40	23
Khmer II	7	44	28

Subtest	Item Type[1]	Scorable Items	Total Possible Score Points	Panel Recommended Value - 1 SEM
Cantonese I	MC	16	16	11
	CR	3	18	12
Cantonese II	MC	16	16	11
	CR	4	26	16
Cantonese III	MC	16	16	10
	CR	6	38	30

[1] MC = multiple-choice component, CR = constructed-response test component. Each component contributes 50% to the final scaled score.

APPENDIX A

PERFORMANCE CHARACTERISTICS,

SCORE SCALES,

AND

RELEVANT SUBJECT MATTER REQUIREMENTS

SCORING RUBRIC FOR FOCUSED-RESPONSE ITEMS

THREE-POINT SCORE SCALE

PERFORMANCE CHARACTERISTICS

PURPOSE	The extent to which the examinee responds to the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

SCORE SCALE

SCORE POINT	SCORE POINT DESCRIPTION
3	**The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	**The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	**The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.

For Listening and Reading Comprehension Assignments:

U	**The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.**
B	**The "B" (Blank) is assigned to a response that is blank.**

For Oral Expression Assignments:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For all other assignments:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

RELEVANT SUBJECT MATTER REQUIREMENTS

Relevant Subject Matter Requirements for General Linguistics

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

Relevant Subject Matter Requirements for Linguistics of the Target Language (Language Structures and Contrastive Analysis)

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

> ### *Relevant Subject Matter Requirements for Linguistics of the Target Language (Sociolinguistics and Pragmatic)*
> - Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
> - Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
> - Describe the differences among the varieties of the target language and the factors that account for these differences.

> ### *Relevant Subject Matter Requirements for Listening Comprehension*
> - Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
> - Make deductive and inductive inferences based on information contained in oral messages.
> - Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

> ### *Relevant Subject Matter Requirements for Reading Comprehension*
> - Demonstrate an understanding of the main ideas and significant details of written texts.
> - Make deductive and inductive inferences based on information contained in written texts.
> - Apply critical reasoning skills to written texts.

> ### *Relevant Subject Matter Requirements for Oral Expression*
> - Construct connected oral discourse that communicates a message effectively.
> - Construct connected oral discourse that demonstrates a wide range of vocabulary.
> - Construct connected oral discourse that demonstrates idiomatic expressions.
> - Construct connected oral discourse that demonstrates linguistic structures.

SCORING RUBRIC FOR TRANSFORMATION AND ERROR ANALYSIS ITEMS

PERFORMANCE CHARACTERISTICS

SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.

RELEVANT SUBJECT MATTER REQUIREMENTS

- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

Transformation

For these tasks, a "Correct" response is described by the following:

The candidate's response correctly transforms the sentence as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.

Error Analysis

For these tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic error(s) found in the sentence, i.e., the response has located and corrected the error(s) of language structure found within the sentence and has retained the original meaning.

SCORING RUBRIC FOR EXTENDED-RESPONSE ITEMS

FOUR-POINT SCORE SCALE

PERFORMANCE CHARACTERISTICS

PURPOSE	The extent to which the response addresses the constructed -response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

SCORE SCALE

SCORE POINT	SCORE POINT DESCRIPTION
4	**The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is fully achieved. • There is a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	**The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	**The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	**The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.** • The purpose of the assignment is not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.

For Written Expression Assignments:

U	**The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.**
B	**The "B" (Blank) is assigned to a response that is blank.**

For all other assignments:

U	**The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.**
B	**The "B" (Blank) is assigned to a response that is blank.**

Relevant Subject Matter Requirements

Relevant Subject Matter Requirements for Literary and Cultural Texts and Traditions
- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works

  and movements of cultures associated with the target language both reflected and

  shaped those cultures.

  - Analyze and interpret a wide range of literary and cultural texts.
  - Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
  - Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

Relevant Subject Matter Requirements for Cultural Analysis and Comparisons

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

APPENDIX B

CSET STANDARDS SETTING CONSIDERATIONS

CSET Standards Setting Considerations

As described in the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999)*,* the standard setting process is a key piece of validity evidence supporting a testing program.

> *Defining the minimum level of knowledge and skill required for licensure or certification is one of the most important and difficult tasks facing those responsible for credentialing. Verifying the appropriateness of the cut score or scores on the tests is a critical element in validity. The validity of the inference drawn from the test depends on whether the standard for passing makes a valid distinction between adequate and inadequate performance. Often, panels of experts are used to specify the level of performance that should be required. Standards must be high enough to protect the public, as well as the practitioner, but not so high as to be unreasonably limiting. Verifying the appropriateness of the cut score or scores on a test used for licensure or certification is a critical element of the validity of test results (p.157).*

In making recommendations to the Commission on passing standards for the CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer, staff considered the following factors and options that affect the standard setting process in determining the staff-recommended passing standards.

Subtest Scoring Model

The subtest scoring model used with CSET is a non-compensatory subtest model in which all subtests in a subject area must be passed independently. A subject matter advisory panel considered this model when determining the subtest structures of the Languages Other Than English examinations.

Professional Judgments

The recommended passing standards for the CSET are based upon the professional judgments provided by the members of the Subject matter advisory panels. Since these panel recommendations are criterion-referenced—based on expert judgment of the minimum required subject matter knowledge for beginning teachers—examinee performance data provides supplemental, though not necessary, information.

Standard Error of Measurement

Standard error of measurement is one way to express test reliability and addresses the imprecision of test data. Measurements are not perfectly reliable. In testing, for example, only one score from a single test administration is available for each examinee. An individual examinee's score may, or may not, be accurate. However, the standard error allows us to determine a range within which the examinee's score is likely to lie. Within reasonable limits, the standard error of measurement provides a safeguard against placing undue emphasis on a single numerical score. This is just one index of reliability, and should be applied to the standard setting process in combination with other test-specific characteristics.